DOCUMENT RESUME

ED 420 607 SO 028 842

TITLE	Bibliography of Assessment Alternatives: Social Studies. Innovative Assessment.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1997-05-00
NOTE	40p.; For earlier "Social Studies" bibliographies in this series, see ED 398 109 and ED 374 055.
CONTRACT	RJ96006501
AVAILABLE FROM	Northwest Regional Educational Laboratory, 101 S.W. Main St., Suite 500, Portland, OR 97204.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Needs Assessment; Performance Based Assessment; *Portfolio Assessment; *Social Studies; *Student Evaluation
IDENTIFIERS	Alternative Assessment

ABSTRACT

This annotated bibliography presents articles reflecting some of the current holdings on alternative and innovative assessment in the social studies at the Assessment Resource Library. There are two sections to the bibliography: a listing of the articles themselves in alphabetical order by primary author, and an index. Each document is described using the set of descriptors at the beginning of the index. (EH)

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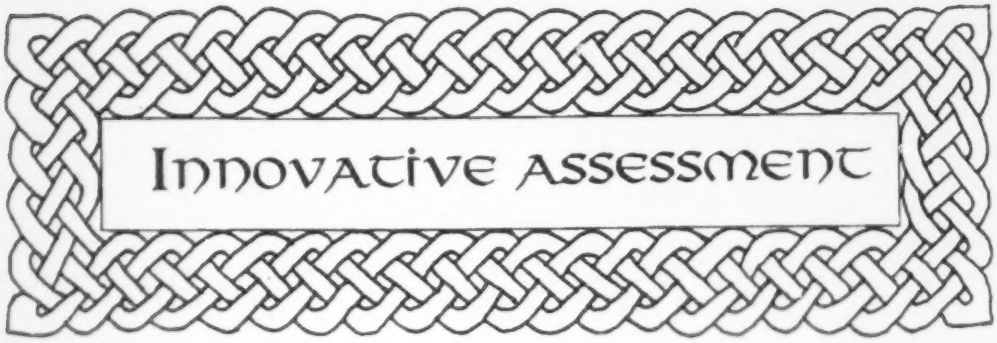

BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES:

SOCIAL STUDIES

SO 028 842

May 1997 Edition

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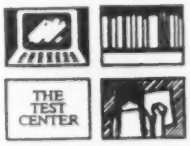

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Innovative Assessment

Bibliography of Assessment Alternatives: SOCIAL STUDIES

May 1997 Edition

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BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES: SOCIAL STUDIES

May 1997

The following articles represent some of the current holdings of the Assessment Resource Library. Presence on the list does not necessarily imply endorsement; rather, articles are listed solely to provide ideas to those pursuing these topics. However, we do provide some opinions on the strengths of an entry.

There are two sections to the bibliography: a listing of the articles themselves in alphabetical order by primary author, and an index. Each document is described using the set of descriptors at the beginning of the index. To find all documents on portfolios in social studies, for example, look for "E6" in the index.

In the states of Alaska, Idaho, Montana, Oregon, and Washington, these articles may be borrowed free of charge on a three-week loan from the Assessment Resource Library. Users in other states are charged a handling fee. The shelf number for each item is listed at the end of the article. For more information, please contact Matthew Whitaker, Assessment Resource Library Clerk, (503) 275-9582 or use e-mail: arl@nwrel.org.

Adams, Dennis, and Mary Hamm. ***Portfolio Assessment and Social Studies: Collecting, Selecting, and Reflecting on What Is Significant.*** **Located in: Social Education, February 1992, pp. 103-105.**

This is a general orientation to portfolios and includes a general rationale for the use of portfolios in social studies, types of items that might be included in such portfolios, various purposes for such portfolios and how this might affect content, types of containers for

portfolios, and a short list of what might be included in a "teaching portfolio" to help teachers self-reflect.

(TC# 700.6PORASS)

Alberta Department of Education. *Social Studies 30, Grade 12 Diploma Examination* for *January 1993, June 1993,* and *January 1994.* Available from: Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada, (403) 427-2285.

Alberta Education develops high school diploma examinations in several course areas. These combined with school-awarded "marks" are used to assign credit for courses. There are two parts to the examination multiple choice and essay. The essay requires students to take and defend a position on one of two issues. The documents we received only contain the test books. Scoring procedures are not discussed.

(TC# 700.3SOCSTU)

Arter, Judith A. *Integrating Assessment and Instruction,* 1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax: (503) 275-0450.

Although not strictly about social studies assessment, this paper is included because of its discussion of how, if designed properly, performance assessments can be used as tools for learning in the classroom as well as tools for monitoring student progress.

(TC# 150.6INTASI)

Arter, Judith A. *Performance Criteria: The Heart of the Matter,* 1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax: (503) 275-0450.

Although not strictly about social studies assessment, this paper discusses an important issue that pertains to performance assessment in general—the need for clear and well thought-out scoring mechanisms. The paper discusses what performance criteria are, the importance of good quality performance criteria, how to develop performance criteria, and keys to success.

The author argues for generalized, analytical trait performance criteria that cover all important aspects of a performance and are descriptive.

(TC# 150.6PERCRH)

Baker, Eva L., Pamela R. Aschbacher, David Niemi, et al. *CRESST Performance Assessment Models: Assessing Content Area Explanations*, April 1992. Available from: CRESST, 10920 Wilshire Blvd., Suite 900, Los Angeles, CA 90024, (310) 206-1532.

The authors provide two detailed examples of performance assessments used to assess student understanding of subject matter content. One example uses essays in history, the other is for chemistry. The document includes directions for duplicating the technique with other subject matter areas, rater training, scoring techniques, and methods for reporting results.

The history example asks students to write an essay on the Lincoln-Douglas debates. Student background knowledge is assessed using a vocabulary test. Essays are scored on: use of concepts and facts, the avoidance of major misconceptions, and the quality of the argument presented. Use of concepts/facts and avoidance of major misconceptions is based on counting the number of instances that students used facts or historical misconceptions. (There is some debate about the desirability of evaluating essays based on counting various features.) Quality of argumentation is based on a judgment by the rater. Samples of student work are included.

(TC# 000.3CREPEA)

Barone, Thomas. *Assessment as Theater: Staging an Exposition.* Located in: Educational Leadership, February 1991, pp. 57-59.

The REACH project tries to enrich the study of humanities in rural schools in South Carolina by encouraging students to work in groups to explore the history and culture of their communities. Examples of projects have included comparing the students' home town to Thorton Wilder's *Our Town*, and researching the role of the students' home town in major historical events. Projects are presented in a "REACH Humanities Exposition"—essentially, an "exhibition of mastery." Students have about 20 minutes for their presentations and can use any medium they wish—drama, media, reading essays or stories, etc. Students also develop portfolio displays of their projects.

The paper does not detail the student outcomes hoped to be attained through the project. Even though the author calls this "authentic assessment," it seems to be more a "celebration" than an assessment. For example, there is no discussion of how the presentations and portfolios are assessed; it seems to be a very informal process where the audience draws its own conclusions about student competence while observing the presentations.

The paper is included here because it provides an example of student projects that could be used in an assessment.

(TC# 750.3ASSTHS)

Beatty, Alexandra S., Clyde M. Reese, Hilary R. Persky, et al. *NAEP 1994 U. S. History Report Card—Findings from the National Assessment of Educational Progress*, April 1996. Available from: National Library of Education, Office of Educational Research and Improvement, US Department of Education, 555 New Jersey Ave. NW, Washington, D.C. 20208, (800) 424-1616 or (202) 219-1651.

In 1994, NAEP conducted national assessments in reading, geography and U.S. history in grades 4, 8, and 12. This report summarizes the U.S. history findings and provides examples of some of the short answer, open-ended questions on the tests. Interesting results include such things as:

- Fewer than 20 percent of the students at each grade level were considered "proficient."
- The more television students reported watching, the worse they did.
- At grade eight, 77 percent of teachers regularly use primary source documents.

(TC# 750.6USHIS94)

British Columbia Ministry of Education. *Performance Assessment: Primary, Early, Late, Intermediate, and Graduate, HyperCard Tour*, Draft, August 1992. Available from: Ministry of Education, Assessment Branch, Parliament Buildings, Victoria, BC V8V 2M4, Canada, (604) 387-4611, fax (604) 356-2504.

This is a Macintosh, HyperCard disk containing a host of performance assessments developed by the British Columbia Ministry of Education for all grade levels and subject matter areas.

(TC# 000.3BCPERA)

California Department of Education. *Sampler of History-Social Science Assessment—Elementary (Preliminary Edition)* and *Secondary (Draft)*, January 1994 and Spring 1993. Available from: California Department of Education, Bureau of Publications, PO Box 271, Sacramento, CA 95812.

Two publications are included in this document—Samplers for Elementary (Grades 4/5) and Secondary (Grade 10). The Elementary document includes a description of the California History-Social Sciences curriculum framework, sample exercises (multiple-choice and essay), a model for what to put in an essay prompt, a scoring guide for the essays, and sample student responses to illustrate the scoring guide. Each essay takes 15-30 minutes. Four essay tasks with student work samples are included. Essay scoring uses a six-point holistic rubric that covers development of historical ideas, historical accuracy, and communication. A student version of this scoring guide separates the scoring explicitly into traits.

The Secondary document includes sample items from the 1992 and 1993 field tests (multiple-choice, justified response, short answer, essay, and historical investigation), scoring procedures for each type of item, and sample student responses for one of the essay prompts. "Justified response" items are multiple choice to which the students add a justification for the answer they selected. Responses are scored on a scale of 0-3 using criteria of thoughtfulness, coherence, historical accuracy, and insight. Students have 5 minutes for each response. Short-answer questions take 10 minutes. They are scored on a scale of 0-3 for documentation, position, thoroughness, and presentation. Essays may ask students to take a position, compare and contrast points of view, or analyze a historical personality, event or movement. Students are scored on a scale of 0-6 for position, thoroughness, documentation, and presentation. The historical investigation is a group task that takes one to two class periods. Students are scored on a scale of 1-6 in four areas: group and collaborative learning, critical thinking, communication of ideas, and historical knowledge.

(TC# 700.3SAMHIS)

Campbell, Linda, Bruce Campbell, and Dee Dickinson. *Teaching and Learning Through Multiple Intelligences*, 1996. Available from: Allyn & Bacon, 111 Tenth St., Des Moines, IA 50309, (515) 284-6751, (800) 278-3525.

This book describes Howard Gardner's "seven intelligences," provides checklists for identifying students' dominant intelligences and working styles, discusses how to set-up a learning environment that stresses each intelligence, addresses instructing students through their strengths, provides instructional activities that foster the development of various intelligences, and covers designing assessments that allow different ways for students to demonstrate their achievement, including portfolios.

The section on assessment stresses the design of performance tasks to accommodate different intelligences. No performance criteria or technical information is provided. Some samples of student work are included.

(TC# 000.6TEAALE)

Center for Civic Education. *National Standards for Civics and Government*, 1994. Available from: Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302, (818) 591-9321.

The National Standards for Civics and Government were developed in response to two of the Goals 2000 goals:

- *By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including...civics and government...so that they may be prepared for responsible citizenship, further learning, and productive*

employment.... All students will be involved in activities that promote and demonstrate...good citizenship, community service, and personal responsibility.

- *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to...exercise the rights and responsibilities of citizenship.*

This document focuses on what students should know and be able to do in the field of civics and government. Content standards are not course outlines. They are "exit" standards; they specify what students should know and be able to do as they "exit" or complete the 4th, 8th, and 12th grades. These standards are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

(TC# 730.5NATSTC)

Clarridge, Pamela Brown, and Elizabeth M. Whitaker. *Implementing a New Elementary Progress Report.* Located in: Educational Leadership, October 1994, pp. 7-9. Also available from: Tucson Unified School District #1, 1010 E. Tenth St., Tucson, AZ 85719.

This paper reports on one district's attempt to revise its report card for grades K-5. Staff decided on a rubric approach. In grades 1-5, rubrics using four-point scales were developed for five "learner qualities"—self-directed learner, collaborative worker, problem solver, responsible citizen, and quality producer. Rubrics were also developed for eight content areas: reading, writing, listening/speaking, mathematics, social studies, science, health, and fine arts. Room is provided on the report card for teacher comments, and a list of the items used as the basis for the judgment about student ability (e.g., classroom observation, portfolios).

The authors describe development and pilot testing, preliminary responses from parents and students, plans for revision, and insights (such as "this approach to reporting requires a thorough understanding of the curriculum by both parents and teachers").

(TC# 150.6IMPNEE)

Conley, David T., and Christine A. Tell. *Proficiency-Based Admission Standards,* January 8, 1995. Available from: PASS Project, Oregon State System of Higher Education, Office of Academic Affairs, PO Box 3175, Eugene, OR 97403, (541) 346-5799.

This paper describes the Oregon Board of Higher Education's new policy on admitting students by demonstration of competencies rather than just numbers of courses taken or GPA. Included is the rationale for the approach, a list of the competencies, ideas for assessment,

ideas for how high schools might need to change in order to ensure students meet admissions standards, and commonly asked questions.

Competencies include content standards for subject areas (science, math, etc.), as well as basic and process skills standards (writing, reading, critical thinking, etc.).

The paper addresses the concern by some parents and teachers that changes in K-12 education won't mean anything if students are still admitted to college using traditional methods. The authors point out that similar changes in college admissions policy are occurring in many places.

(TC# 150.6PROBAA)

Curriculum Corporation. *Studies of Society and Environment—A Curriculum Profile for Australian Schools,* 1994. Available from: Curriculum Corporation, St. Nicholas Pl., 141 Rathdowne St., Carlton, Victoria, 3053, Australia, (03) 639-0699, fax (03) 639-1616.

This document represents the social studies portion of a series of publications designed to reconfigure instruction and assessment in Australian schools. The project, begun in 1989, was a joint effort by the States, Territories, and Commonwealth of Australia, initiated by the Australian Education Council.

The profiles are not performance assessments, per se, in which students are given predeveloped tasks. Rather, the emphasis has been on conceptualizing major student outcomes in each area and articulating student development toward these goals using a scope and sequence that resembles developmental continuums. These continuums are then used to track progress and are overlaid on whatever tasks and work individual teachers give to students.

The social studies profiles cover the strands of (1) time, continuity, and change; (2) place and space; (3) culture; (4) resources; (5) natural and social systems; and (6) investigation, communication, and participation. Each strand has sub-areas called "organizers." For example, the organizers for the strand of "resources" include use of resources, people and work, and management and enterprise. Each organizer is tracked through eight levels of student learning and development. For example, students at level one in "resources" can "identify resources used and valued." Students at level eight "evaluate global resource use and justify their own position on options for the future. "

There are lots of support materials that describe what each strand means, how to organize instruction, types of activities to use with students, and how to use the profiles to track progress. Samples of student work are included to illustrate development. The documents say that the levels have been "validated," but this information is not included in the materials we received.

(TC# 700.5STUSOE)

Darling-Hammond, Linda, Lynne Einbender, Frederick Frelow, et al. ***Authentic Assessment in Practice: A Collection of Portfolios, Performance Tasks, Exhibitions, and Documentation,*** **October 1993. Available from: National Center for Restructuring Education, Schools, and Teaching (NCREST), Box 110 Teachers College, Columbia University, New York, NY 10027.**

This book contains sample performance assessments for grades 1-12 in science, math, social studies, writing, and drama from a number of sources. Formats include exhibitions, projects, on-demand performance assessments, and portfolios. The authors have included reprints of papers that discuss characteristics of "authentic" assessment, performance task design, and portfolios. Not all assessment information is reproduced; usually the authors have excerpted or summarized information. Performance tasks are more thoroughly covered than performance criteria. In most cases no technical information or sample student responses are provided.

The four social studies examples are all secondary: oral history, American revolution, reconstruction, and geography.

(TC# 000.3AUTASP)

Far West Laboratory for Educational Research and Development. ***Focus on Educational Resources, Spring 1995; Knowledge Brief, Number 12, 1995; Knowledge Brief, Number 11, 1993.*** **Available from: WestEd, 730 Harrison St., San Francisco, CA 94107, (415) 565-3000.**

This set of documents from 1993 to 1995 discusses the following topics:

- The ways in which assessments can mask the achievement of culturally diverse students instead of highlighting them
- The hopes and fears associated with the use of alternative assessments and culturally diverse students
- Examples of assessment tasks and their language demands which place extra constraints on ESL students
- Examples of how community members in Chinle, Arizona, modified assessment tasks to be more culturally relevant

(TC# 150.6ISSCRA)

Fort Hays Educational Development Center. ***State Assessment—Social Studies*****, March 15, 1995; and** ***Preparing for the 1995 Kansas State Social Studies Assessment*****, 1995. Available from: Fort Hays Educational Development Center, 305 Picken Hall, Hays, KS 67601, (913) 628-4382, fax (913) 628-4084.**

The 1995 Kansas state social studies assessment for grades 5, 8, and 11 has multiple choice, multiple mark, and performance-based tasks. The performance-based component consists of classroom embedded, teacher-directed projects that embed the themes of leadership, conflict resolution, societal/cultural diversity, and public health and the environment. Both small group and individual work is required. Essay topics, content domains, and the relationship between group and individual work is specified. The instructional unit into which all this is embedded is up to the teacher.

Student essays are scored on a 5-point scale for: planning (3 scores), information processing (3 scores), and an overall score. Group collaboration is assessed by the teacher during the course of the project (10 scores for such things as "group members show respect for each other." The group project part of the task is also scored (5 scores).

This document includes an overview of the social studies assessment, explicit instructions for the projects (including a sample instruction unit), scoring rubrics, and Kansas state social studies curriculum standards. No student work or technical information is included.

(TC# 700.3STAASS)

Geography Education Standards Project. ***Geography for Life—National Geography Standards 1994.*** **Available from: National Geographic Research & Exploration, 1145 17th St., NW, Washington, DC 20036.**

> Geography is the science of space and place on earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. Geographers describe the changing patterns of places in words, maps, and geo-graphics, explain how these patterns come to be, and unravel their meaning. Geography's continuing quest is to understand the physical and cultural features of places and their natural settings on the surface of earth.
>
> These geography standards identify what American students should learn—a set of voluntary benchmarks that every school and school district may use as guidelines for developing their own curricula.

There are chapters that discuss the general goals of geography instruction and chapters targeted at grades K-4, 5-8, and 9-12.

(TC# 740.5NATGES)

Harcourt Brace. ***Stanford Achievement Test—Ninth Edition*****, 1996. Available from: Order Fulfillment Dept., The Psychological Corporation, P.O. Box 839954, San Antonio, TX 78283, (800) 228-0752, fax (800) 232-1223.**

This document includes the following Stanford 9 tests: *Open-Ended Assessments—Reading* (Reading Exam Kit: Primary 1, Primary 3, Intermediate 2, Advanced 1; TASK 1; TASK 3); *Open-Ended Assessments—Mathematics* (Math Exam Kit: Primary 1, Primary 3, Intermediate 2, Advanced 1; TASK 1; TASK 3); *Open-Ended Assessments—Science* (Science Exam Kit, Primary 1, Intermediate 1, Advanced 1, TASK 1); *Social Science Exam Kit* (Primary 1, Primary 3, Intermediate 2, Advanced 1, TASK 1, TASK 3); *Stanford Writing Assessment Program, Third Edition—Writing Exam Kit*, Primary 3, Intermediate 2, Advanced 1, TASK 1, TASK 3).

The open-ended portion of the SAT-9 covers reading, math, science, social studies, and writing. It can be used alone or in conjunction with the multiple-choice portion. For reading, math, science, and social studies, there are 11 levels (2 forms each level) spanning grades 1.5-13. Writing has 9 levels (2 forms) across grades 3.5-13. All forms have 9 open-ended questions, some around a theme (for example, the theme of Primary 3, Math is the zoo) and some not. Writing provides prompts for 4 types of writing: descriptive, narrative, expository, and persuasive. Scoring guides were not included in the materials we received. Norms are available.

(TC# 060.3SAT9PA)

Harris, David. ***Assessing Discussion of Public Issues: A Scoring Guide.*** **Located in: Evans, Ronald W., and David Warren Saxe, Eds. Handbook on Teaching Social Issues—NCSS Bulletin 93, 1996, Part 8—Assessment, pp. 289-297. Available from: National Council for the Social Studies, 3501 Newark St., NW, Washington, DC 20016**

This chapter presents a guide for evaluating students' performance in small group discussions of public issues. The author presents, defines, and shows examples in student discourse of six substantive and eight procedural criteria that are the basis for judging the quality of student discourse on public issues. These are:

- Stating and identifying issues
- Using foundational knowledge
- Elaborating statements with explanations, reasons, or evidence
- Stipulating claims or definitions
- Recognizing values or value conflict
- Arguing by analogy

Performance on these traits is summarized into one 5-point holistic score. The paper provides a lot of detail and many good ideas. My only qualm is why the author has chosen to summarize his nice trait system into one holistic score that seems to focus on only a subset of the criteria.

(TC# 700.3ASSDIP)

Holley, Charles D. and Donald F. Dansereau. *The Development of Spatial Learning Strategies (Chapter 1)*, pp. 3-15. Surber, John R. *Mapping as a Testing and Diagnostic Device (Chapter 10)*, pp. 213-233. Located in: Charles D. Holley and Donald F. Dansereau, Eds., *Spatial Learning Strategies—Techniques, Applications, and Related Issues*, 1984. Available from: Academic Press, Inc., 6277 Sea Harbor Dr., Orlando, FL 32887, (800) 321-5068.

This somewhat technical and formal paper describes the use of cognitive maps to assess student comprehension of concepts. Technical information is included.

(TC# 150.6SPALES)

Jablon, Judy R., Lauren A. Ashley, Dorothea B. Marsden, et al. *[The Work Sampling System] Omnibus Guidelines—Kindergarten through Fifth Grade—Third Edition*, 1994. Available from: Rebus Planning Associates, Inc., 1103 S. University Ave., Ann Arbor, MI 48104.

The *Omnibus Guidelines* presents developmental continuums for grades K-5 in personal/social development, reading, writing, speaking, listening, mathematics, scientific thinking, social studies, the arts, and physical development. There are several specific skills in each area that are tracked across all six grade levels by providing both an overall description of what students at that grade level can do, and specific indicators. For example, one social studies skill relates to understanding the relationship between people and the environment. At the 1st grade level, a student "begins to identify ways the environment affects how people live and work." Indicators are: "constructing models that detail the local environment; drawing or painting pictures that reflect an understanding of the community's physical features; and offering a logical explanation during a group discussion about why many community jobs are related to snow removal or hurricane protection." Each skill is observed three times during the school year and rated on a 3-point scale for mastery of performance. There is also a related portfolio collection which includes collecting samples of children's work over a period of time, working with children to review and revise their work, and assisting them in deciding what to place in the portfolio.

The stated purpose of the *Guidelines* is "to enhance the process of observation and to ensure the reliability and consistency of teachers' observations." *The Work Sampling System* components are intended to form a system of information in which, "...checklists provide evidence about growth...; portfolios inform teachers about the quality of the work that is

documented in the checklists...; and the summary reports keep track of the progress that is documented in the checklists and portfolios."

Although the continuums in this book have many nice features, some seem to be better than others. For example, the social studies continuums seem to lack thinking skills, and many statements lack clear definition of quality performance. For example, "uses different forms of writing to communicate" includes, at grade 5, indicators such as "taking notes and writing a letter stating a concern." Will any notes, no matter how skimpy or incorrect be sufficient, or do the notes have to have some level of quality?

(TC#010.5OMNGUK)

Johnson, Bil. *The Performance Assessment Handbook—Volume 1-Portfolios and Socratic Seminars*, 1996. Available from: Eye on Education, PO Box 3113, Princeton, NJ 08543, (609) 395-0005, fax (609) 395-1180.

This is a nicely written and well thought-out book based on the premises that:

- Assessment, to be powerful, should be used as a tool for learning and not just a tool for gathering numbers or grading.
- If teachers are not the central players in assessment reform, there is no chance that the movement will impact student achievement.

The book provides a sound overview of considerations in planning and using portfolios and socratic seminars, provides lots of works in progress from around the country, and has a good discussion of criteria and rubrics. It also begins with an examination of five assumptions that frequently get in the way of change. Specific examples are included; technical information is not. It is intended for secondary teachers.

(TC# 150.6PERASH1)

Khattri, Nidhi. *Performance Assessments: Observed Impacts on Teaching and Learning*, 1995. Available from: Pelavin Associates, 2030 M St. NW, No. 800, Washington, DC 20036.

The author attempted to document the impact of performance assessment on teaching and learning. The author visited 14 schools in fall 1994 and spring 1995 to examine student work; observe in classrooms; and interview school personnel, students and parents.

> The two strongest conclusions to be drawn from these findings are that: (1) students are being asked to write, to do project-based assignments, and to engage in group learning due to the use of performance assessments; and (2) as a result of project-based assignments, students are more motivated to learn. Furthermore, because of the use of performance-based assignments and the degree of freedom accorded to students in shaping their own work, teacher/teacher, teacher/student, and student/student collaboration also is evident. Increasingly, teachers are viewing students as active learners.

All of the observed and reported effects, it must be emphasized, were mediated to a large degree by: (a) the form of the assessment (e.g., portfolio or performance event); (b) the degree of integration of the assessment into the classroom; and (c) the level of support provided to incorporate the assessment into routine classroom activities.

The positive and intended effects on pedagogy are most evident for sites engaged in portfolio assessments, mostly because the portfolio format provides teachers and students control over products coupled with a structure for documenting student work and student progress on an ongoing basis.

The author states: "Performance assessments, thus, remain a *lever* for reform, but what exactly is to be leveraged still remains to be defined.

(TC# 150.6PERASO)

Kobrin, David, Ed Abbott, John Ellinwood, et al. *Learning History by Doing History.* Located in: Educational Leadership, April 1993, pp. 39-41. Also available from: Brown University, Providence RI 02912.

This paper is not about assessment per se. It discusses goals of social studies and presents some interesting activities that could be used for instruction or assessment.

(TC# 750.5LEAHID)

Koelsch, Nanette, Elise Trumbull Estrin, and Beverly Farr. *Guide to Developing Equitable Performance Assessments*, December 1995. Available from: WestEd, 730 Harrison St., San Francisco, CA 94107, (415) 565-3000, fax (415) 565-3012.

This document provides eight performance tasks for grades 4-8 that emphasize reading, writing, math, and social studies. Also, the authors discuss (1) the ways in which assessment can mask the abilities of culturally diverse students unless they are carefully designed, and (2) how to design performance tasks to be equitable. Only one of the tasks includes criteria for evaluating the quality of student responses. This, combined with the extremely broad statement of the skills each task is intended to assess, leaves to the user the job of matching the tasks to student learning targets. No technical information is included. Materials for a complete one-half day workshop on designing equitable performance tasks are included.

(TC# 150.6GUIDEE)

Kon, Jane, and Giselle Martin-Kniep. *Students' Geographic Knowledge and Skills in Different Kinds of Tests: Multiple-Choice Versus Performance Assessment.* Located in: Social Education, February 1992, pp. 95-98.

This study compared performance on a multiple-choice test to that on three performance assessment tasks (planning a camping trip, preparing an evacuation plan, and deciding whether to develop a coal field on an island). Criteria for the performance assessments were

task-specific and the tasks required some role-playing. The authors state that the results of the study lend support to the idea that performance assessments should supplement other tests, and provide some guidance on the design of performance assessment tasks.

(TC#740.3STUGEK)

Ladwig, James G., and M. Bruce King. *Restructuring Secondary Social Studies: The Association of Organizational Features and Classroom Thoughtfulness.* Located in: American Educational Research Journal 29, Winter 1992, pp. 695-714.

The authors report on a study in which they attempted to determine the extent to which school restructuring (e.g., flexible class length, increased preparation time for teachers, opportunities for collegial planning) affects classroom thoughtfulness. They found that restructuring per se doesn't affect classroom thoughtfulness; it has to be combined with curricular and instructional changes. For example small class sizes and extended class periods can facilitate implementation of a curriculum that emphasizes exploration by students of fundamental questions and thoughtful discourse.

This paper is included on the bibliography because an appendix includes the instrument the authors used to assess classroom thoughtfulness. Each class is observed at least five times and rated on six features: (1) there was sustained examination of a few topics rather than superficial coverage of many; (2) the lesson displayed substantive coherence and continuity; (3) students were given an appropriate amount of time to think and prepare responses to questions; (4) the teacher asked challenging questions and/or structured challenging tasks; (5) the teacher was a model of thoughtfulness; and (6) students offered explanations and reasons for their conclusions.

(TC# 700.4RESSES)

Lawrence, Barbara. *Utah Core Curriculum Performance Assessment Program: Social Studies,* 1993. Available from: Profiles Corporation, 507 Highland Ave., Iowa City, IA 52240.

The Utah State Office of Education has developed 90 constructed response items in mathematics, science and social studies (five in each of grades 1-6 for each subject) to supplement multiple-choice tests already in use. Assessments are designed to match the Utah Core Curriculum. Although districts must assess student status with respect to Core Curriculum goals, the state-developed assessments are optional.

The social studies tasks are designed to measure four skills—describing (describing, locating, defining), explaining (explaining, discussing, comparing, and interpreting), analyzing/evaluating, and creating (creating, writing, outlining). Tasks include such things as: grocery shopping (grade 1), planning a pet care service (grade 3), and interpreting the finds from an archeological dig (grade 6). Each task has several questions. For example, the

pet care task in grade 3 asks these questions: "How will you decide what to charge for walking dogs? Here are two different ways you could set your price. Write an X beside the way you think is best. Explain your choice in a few words." "How will dividing up the work this way help the business? Mark your choices with an X." All student responses are either visual (e.g., in the lower grades students circle objects or draw lines between objects) or written. Responses are mostly short answer—several words to one or two paragraphs.

Scoring is task specific. Students receive between 0-1 and 0-4 points for each response. Task-specific scores rate correctness of response (e.g., to get 3 points for the "dividing up work" question, the student must mark the first, third and fourth responses), or relative quality of the response (e.g., to get 2 points on the "charge for walking dogs," the student must "make a choice and explain why"). Points are totaled for each task. Then points are totaled across tasks for each of the four skill areas. Four levels of proficiency on each skill are identified: advanced, proficient, basic, and below basic. Cut scores for each level are given, but there is no rationale provided for these cuts.

Assessment activities are bound in books for each grade level/subject. Each task includes teacher directions, student test-taking materials, and scoring guides. No technical information or student responses are included in the document we received.

(TC# 700.3UTACOC)

Lazear, David. *Multiple Intelligence Approaches to Assessment—Solving the Assessment Conundrum*, 1994. Available from: Zephyr Press, PO Box 66006-W, Tucson, AZ 85728, (602) 322-5090, fax: (602) 323-9402.

This manual discusses:

- Definitions and importance of seven student "intelligences."
- How to "kid watch" to determine which intelligences each student has strengths in.
- Ideas for using the "intelligences" profile to help kids get the most out of instruction.
- Ideas for developing students' weaker "inelligences."
- Criteria for sound assessment that include attention to both (a) assessing the seven intelligences, and (b) designing a variety of achievement measures that are couched in the terms of the seven intelligences.
- Lots of help on designing assessments in various content areas that capitalize on strengths in the various intelligences and allow students to show what they know in a variety of ways.
- The use of portfolios, journals, anecdotal records, and exhibits on the context of the seven intelligences.

- Ideas for getting started.
- Sample reporting formats that emphasize both development in the seven intelligences and development in the skills and knowledge through the seven intelligences.

I like the detail, specific examples, and easy readability of this one. There were lots of good ideas. Some readers might be put off by the seeming emphasis that developing the seven intelligences should be the *goal* of instruction rather than just the *means* of instruction and assessment.

(TC# 000.6MULINA)

Lehrer, Richard, Julie Erickson, and Tim Connell. *Assessing Knowledge Design.* Available from: Richard Lehrer, University of Wisconsin-Madison, School of Education, 1025 W. Johnson St., Madison, WI 53706

The authors describe a project in which fifth, sixth, and ninth grade students design hypermedia documents in social studies for their peers. Topics have included such things as "colonial times," "immigration," "imperialism," and "lifestyles." The goal is to develop student skill in defining problems, problem decomposition, project management, finding information, developing new information, selecting information, organizating information, representing information, evaluating the design, and revising the design.

The authors developed a system to analyze student discourse in a design environment. Student design teams were videotaped and the tapes analyzed for the seven behaviors listed above. Changes in discourse occurred over time (e.g., percent of time devoted to design increased from 3% to 42%). Students also complete the *Project Assessment Questionnaire,* 65 statements on which students respond from "does not describe me at all" to "describes me very well." The authors also attempted to assess transfer of skills to new (non-hypermedia) research projects.

The assessment tools themselves are not reproduced in this paper, however the paper provides a good list of references.

(TC# 700.6ASSKND)

Macmillan/McGraw-Hill School Publishing Company. *CAT/5 Performance Assessment Component, 1993.* Available from: CTB Macmillan/McGraw-Hill, 2500 Garden Rd., Monterey, CA 93940, (800) 538-9547, fax (800) 282-0266.

The "CTB Performance Assessments" are designed to either be stand-alone or integrated with the CAT/5 or CTBS/4. There are five levels for grades 2-11. The total battery includes reading/language arts, mathematics, science, and social studies and takes 2-3 hours to administer. There are 12 to 25 short- to medium-response questions for each subtest.

The social studies subtest takes 30 minutes. Questions are grouped around a common theme. For example, questions on one level are on the theme of railroads. Students read several short passages and answer short questions, some of which require background knowledge from the students. Many of these questions resemble multiple-choice questions with the choices replaced by short answers.

Some of the answers are scored right/wrong and some are scored holistically. The materials we received contain no examples of the holistic scoring so we are unable to describe it. Scoring can be done either locally or by the publisher. When the *Performance Assessments* are given with the CAT/5 or CTBS/4, results can be integrated to provide normative information and scores in six areas. Only three of the six, however, use the social studies subtests: demonstrating content and concept knowledge, demonstrating knowledge of processes/skills/procedures, and using applications/problem-solving strategies. When the *Performance Assessments* are given by themselves, only skill scores are available.

The materials we received contain sample administration and test booklets only. No technical information or scoring guides are included.

(TC# 060.3CAT-5a)

Maryland Assessment Consortium. *Information Packet,* 1993. Available from: Jay McTighe, Maryland Assessment Consortium, c/o Urbana High School, 3471 Campus Dr., Ijamsville, MD 21754, (301) 874-6039, fax (301) 874-6057.

This handout contains an overview of the Maryland Assessment Consortium and two sample elementary assessment tasks. The first is an integrated task (social studies, science, and writing) which requires students to compose an "Aesop's Fable" after reading and analyzing one and discussing where they come from. The second is a math activity on planning a backpacking trip. Some scoring guides are task specific and others are generalized. Task-specific scoring tends to be used for knowledge questions, and generalized scoring tends to be used for "big" outcomes such as problem solving. No student work or technical information is included.

(TC# 000.3MARASC)

Maryland Department of Education. *Maryland School Performance Assessment Program: Public Release Tasks,* July 1994. Available from: Maryland School Performance Assessment Program, 200 W. Baltimore St., Baltimore, MD 21201, (410) 333-2000.

This document contains Grades 3, 5, and 8 released sets for integrated social studies and language arts performance-based assessments. The released sets are designed for illustrating the types of activities, questions, and responses that are required of students.

The tasks ask students to respond to several questions around a theme. For example, in one grade 5 task, the theme is "Child Labor." Depending on the task, students might work in groups or read auxiliary information. Some responses are short and are scored right/wrong, while others are longer and require more thoughtfulness on the part of the student. Long responses are scored using a 2-, 3-, or 4-point scale, depending on the skill assessed.

Some performance criteria are very task specific and others are generalized and used across questions assessing the same skill. The documents include scored student work, but no technical information.

(TC# 700.3MSPPUR)

Massachusetts Department of Education. *Performance Tasks in Grades 4, 8, and 12*, 1993. Available from: Advanced Systems in Measurement & Evaluation, Inc., Corporate Office, PO Box 1217, 171 Watson Rd., Dover, NH 03820, (603) 749-9102. Also available from: Massachusetts Department of Education, 350 Main St., Malden, MA 02148, (617) 388-3300.

This document contains 12 assessment tasks—four for each of grades 4, 8, and 12. These appear to be the versions used in the 1993 state assessment—no contextual descriptive information is included. Tasks have these characteristics: some individual and some group; some require manipulatives while others are totally paper and pencil; all responses are written; each requires students to answer a series of related questions; they do not focus on recall of information, but rather require students to plan, make decisions, and provide rationales.

No performance criteria, technical information, nor sample student responses are included.

(TC# 700.3PERTAG)

Massell, Diane, and Michael Kirst (Eds.) *Setting National Content Standards.* Located in: Education and Urban Society 26, February 1994.

The entire February 1994 issue is devoted to setting content standards. The various papers focus on:

1. The processes by which various groups developed standards (e.g., NCTM Mathematics, ACT Advanced Placement, California Social Studies, English)

2. What didn't work in previous endeavors (e.g., science reform efforts in the 1950's and 1960's)

3. Issues that are faced when setting standards and features of approaches that seem to be more successful

Actual draft standards are not provided.

(TC#000.5SETNAC)

Massell, Diane. *Setting Standards in Mathematics and Social Studies.* Located in: Education and Urban Society 26, February 1994, pp. 118-140.

This paper presents the history of developing content standards in mathematics and social studies. It also provides ideas on procedures that seem to work better than others.

(TC#000.5SETSTM)

Masters, Geoff, and Margaret Forster. *Developmental Assessment—Assessment Resource Kit*, 1996. Available from: Australian Council for Educational Research, 19 Prospect Hill Rd., Camberwell, Victoria, Australia, 3124, phone: +613 9277 5656, fax: +613 9277 5678

This excellent publication clearly defines "developmental assessment" and systematically describes how to do it. Specifically, "developmental assessment is the process of monitoring a student's progress through an area of learning so that decisions can be made about the best ways to facilitate further learning. The unique feature of developmental assessment is its use of a progress map (or 'continuum'). A progress map describes the nature of development—or progress or growth—in an area of learning and so provides a frame of reference for monitoring individual development." The steps in "doing" developmental assessment are:

1. Construct a progress map (developmental continuum)

2. Collect evidence

3. Use the evidence to draw a conclusion about student development

Many examples are provided. No technical information is included.

(TC# 000.6DEVASA)

McDonald, Joseph P., Sidney Smith, Dorothy Turner, et al. *Graduation by Exhibition—Assessing Genuine Achievement,* 1993. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 549-3891.

This book is about a strategy for school reform called "planning backwards from exhibitions." Schools postpone consideration of change in order to consider first what student outcomes the schools aim for and how they will know if their aim succeeds. Schools define what they want for graduates by proposing a vision of what they want them to do well.

Having imagined the vision, they do an exhibition to compare the vision against the actual state of affairs. Then they plan backwards what students would need to know and be able to do at various grades or ages in order to attain the ultimate vision of success at grade 12.

This booklet describes this process using three case studies in which slightly different visions of student success were used as the "platform" on which to build change. One site had, as their vision of student success, the ability to develop position papers on important issues. Another wanted students to conduct an inquiry and present results; the third aimed for students who could successfully participate in discussion seminars.

(TC# 150.6GRAEXA)

McTighe, Jay. *Developing Performance Assessment Tasks: A Resource Guide*, October 1994. Available from: Maryland Assessment Consortium, c/o Urbana High School, 3471 Campus Dr., Ijamsville, MD 21754, (301) 874-6039, fax (301) 874-6057.

This is a notebook of performance assessment "must reads." The authors have assembled their favorite papers on: definitions, overview of performance assessment, and designing performance tasks and criteria. The notebook also contains Maryland's learner outcomes.

(TC# 150.6DEVPEA)

Miller, Barbara. *To Develop A Performance Task*, 1992. Available from: Barbara Miller, Social Science Education Consortium, Inc. 3300 Mitchell Ln., Suite 240, Boulder, CO 80301, (303) 492-8154, fax: (303) 449-3925.

This document contains the following items:

1. Guidelines from the Consortium and from Aurora Public Schools on how to plan performance tasks.

2. Two assessments (Congressional Hearing and Middle Eastern Conference) that use these planning guidelines.

(TC# 700.3TODEVA)

Miller, Barbara, and Laurel Singleton. *Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education*, 1997. Available from: Social Science Education Consortium, P. O. Box 21270, Boulder, CO 80308.

This book is the product of a four-year Department of Education-funded project in which Social Science Education Consortium (SSEC) staff worked with state LRE project directors and teachers from five states: Colorado, Illinois, Michigan, Oregon, and Washington. Its purpose is to help educators improve the link between civic education curriculum,

instruction, and assessment so as to improve student ability to analyze, interpret, synthesize, and evaluate ideas in a thoughtful manner. The book includes:

- Rationale for changes in assessment
- How to develop assessment tasks and rubrics
- Lots of classroom-developed examples
- Challenges and issues

This is a very thoughtful book filled with useful information and examples.

(TC# 730.6PRECIT2)

Moen, Vivian, and Paul Weill. *Student Achievement Convention—1996-97; Guidelines for Grades K-12; Lane County, Eighth Annual.* Available from: Vivian Moen, Lane Education Service District, PO Box 2680, Eugene, OR 97402 (541) 461-8200, fax (541) 461-8298.

The Lane County Student Achievement Convention (previously called "Project Fair") has expanded to have several components:

- The Project Fair itself, which "provides an opportunity for students to display a major learning experience that combines content knowledge with process skills to produce a product or demonstration of learning."
- The Portfolio Exhibition, which "provides students an opportunity to show others how their academic experiences are preparing them for life and future work."
- The Video Festival, for students entering video productions as projects.

Entries come from any grade or content discipline. The "Guidelines" document includes application materials, description of project, portfolio and video submissions, and criteria for judging submissions. Projects, for example, require a progress journal, in which "ideas, thoughts, observations, questions, resources, problems, impressions or discoveries encountered in the process of working on the project should be recorded day-by-day," an annotated resource list, a self-evaluation of the project, and an exhibit. Projects are judged in three areas: topic and treatment (3 scores); learning development and process (4 scores); and communication (3 scores). This is an excellent document. No technical information or samples of student work are included.

(TC# 000.3LANCOS)

Mosenthal, Peter, and Irwin Kirsch. ***Using Knowledge Modeling as a Basis for Assessing Students' Knowledge [Learning from Exposition].*** **Located in: Journal of Reading 35, May 1992, pp. 668-678.**

The authors discuss "knowledge modeling" as a way to assess student growth in social studies. Knowledge modeling means mapping the knowledge structure that students have constructed in a topic area. One asks students to describe or list what they know about a topic. This is analyzed with respect to a "knowledge model template" which describes the types of knowledge possible about the topic. (Thus, the scoring of each topic requires a different scoring template.) The authors use the example of impeachment to show how this works.

The paper also describes a study which showed that students with different types of knowledge before instruction learned different types of things from instruction. (Students constructed meaning based on what they already knew.) The authors also explore ways that the method might be used to track student knowledge structures in general and compare the structures of novices and experts.

(TC# 700.3LEAFRE)

Moss, Pamela, and Stephen Koziol, Jr. ***Investigating the Validity of a Locally Developed Critical Thinking Test.*** **Located in: Educational Measurement Issues and Practice, Fall 1991, pp. 17-22. Also available from: University of Pittsburgh, School of Education, 4K30 Forbes Quadrangle, Pittsburgh, PA 15260.**

The article briefly describes the Monitoring Achievement in Pittsburgh (MAP) Critical Thinking Project being developed in the Pittsburgh Public Schools. This project focuses on developing critical thinking through the social studies curriculum. The associated tests require students to read textual passages and draw inferences or make an evaluation about the passage. All responses are in writing. The tasks and a pilot study of their use are briefly described.

(TC# 050.3INVVAL)

National Council for the Social Studies (NCSS). ***Curriculum Standards for Social Studies--Expectations of Excellence,*** **1994. Available from: NCSS Publications, PO Box 79078, Baltimore, MD 21279, (800) 683-0812, or (202) 966-7840.**

This book presents the social studies standards and is designed to serve three purposes:

1. To serve as a framework for social studies program design from kindergarten through grade 12 (K-12);

2. To function as a guide for curriculum decisions by providing student performance expectations in the areas of knowledge, processes, and attitudes; and

3. To provide examples of classroom activities that will guide teachers as they design instruction to help their students meet performance expectations.

The social studies standards address overall curriculum design and comprehensive student performance expectations, while the individual discipline standards (civics and government, economics, geography, and history) provide focused and enhanced content detail. Teachers and curriculum designers are encouraged first to establish their program frameworks using the social studies standards as a guide, and then to use the standards from history, geography, civics, economics, and others to guide the development of grade level strands and courses.

There are 10 themes that serve as organizing strands for the social studies curriculum across grade levels: (1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individual development and identity; (5) individual, groups, and institutions; (6) power, authority, and governance; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideas and practices. These strands draw from all social studies disciplines.

(TC# 700.5CURSTS2)

National Council for the Social Studies (NCSS). *Testing and Evaluation of Social Studies Students*, 1991. Available from: NCSS, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840. Also located in: Social Education, September 1991, pp. 284-286.

This paper presents a general statement of what social studies assessment should be like. For example, some of the policy statements are: "evaluation instruments should focus on stated curriculum goals and objectives," and "state and local education agencies should measure long-term effects of social studies instruction."

(TC# 700.6TESEVS)

Neveh-Benjamin, Moshe, Wilbert McKeachie, Yi-Guang Lin, et al. *Inferring Students' Cognitive Structures and Their Development Using the "Ordered Tree Technique. "* Located in: Journal of Educational Psychology 78, 1986, pp. 130-140.

The "ordered tree technique" is a method to analyze the sophistication of students' cognitive structures of information. The paper demonstrates this technique in two studies using subject matter from a university course.

(TC# 760.3INFSTC)

Newmann, Fred M. *The Assessment of Discourse in Social Studies*, 1992. Located in: Berlak, Harold, Fred M. Newmann, and Elizabeth Adams, (Eds.) et al., Toward a New Science of Educational Testing and Assessment, pp. 53-69. Available from: State University of New York Press, State University Plaza, Albany, NY 12246.

The author makes the case for emphasizing "discourse" in social studies education. Discourse is language produced by the student with the intention of narrating, persuading, explaining, or analyzing. Discourse requires students to integrate relevant information and use it in novel ways. Discourse (1) facilitates the learning of content in social studies, (2) reinforces development of social perspectives considered fundamental to democratic citizenship, especially tolerance or taking the role of the other, and (3) promotes higher-order thinking. The author also contends that evaluating student discourse is the best way to assess both depth of understanding and ability to use information.

Although the paper is written in a somewhat academic tone, there is a nice discussion of the ways multiple-choice tests can have counterproductive side effects in instruction, the paper provides a good set of performance tasks to promote and elicit discourse, and it builds a good case for discourse. No criteria for assessing the quality of student discourse are given.

(TC# 700.5ASSDIS)

Newmann, Fred M., Walter G. Secada, and Gary G. Wehlage. *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring*, 1995. Available from: Wisconsin Center for Educational Research, School of Education, University of Wisconsin, 1025 W. Johnson St., Madison, WI 53706, (608) 263-4200.

The authors' premise is that innovative teaching techniques (e.g., cooperative learning, group discussions, hands-on experiments and videos) do not guarantee a change in the "intellectual quality" of what students are asked to do. For example, "a portfolio that shows a variety of student work over a semester might replace the final exam taken in one sitting, but the portfolio itself could be filled with tasks" devoted to remembering and listing isolated bits of information. Thus, the merit of any teaching technique should be judged by its ability to improve the "intellectual quality of student performance."

The paper is devoted to defining "intellectual quality," developing criteria for judging the intellectual quality of the schoolwork students are asked to perform, for judging the intellectual quality of assessment tasks, and for assessing the intellectual quality of student work. The criteria are designed for use in *any* content area and thus serve to define delivery and performance standards across the curriculum and across teaching methods. Specific examples of the criteria are provided in math and social studies. Some samples of student work are included.

(TC# 050.3GUIAUI)

Nicaise, Molly. ***Assessing for Understanding: An Example Using a Mock Debate.*** **Paper presented at AERA 1996. Available from: University of Missouri-Columbia, 212 Townsend Hall, Columbia, MO 65211, (573) 882-5088, e-mail: counmn@showme.missouri.edu**

The author examines the merits of using mock debates as an instructional and assessment method. The particular case explained in the paper was an undergraduate educational psychology course in which the instructor had students debate the advantages and disadvantages of traditional instruction and constructivism. Performance was scored on four dimensions—broad understanding of the two teaching techniques; use of a variety of resources to some questions and positions; the quality of the discussion; and the fit of supporting documents to the positions taken. Description of the task and the criteria are included. No technical information is included; criteria are somewhat skimpy.

(TC# 700.3ASSUNE)

Noble, Audrey J., and Mary Lee Smith. ***Old and New Beliefs About Measurement-Driven Reform: "The More Things Change, the More They Stay the Same," CSE Technical Report 373*****, April 1994. Available from: National Center for Research on Evaluation, Standards and Student Testing (CRESST), 10920 Wilshire Blvd., Suite 900, Los Angeles, CA 90024, (310) 206-1532.**

The authors analyze the reasons for the failure of Arizona's large-scale performance assessment innovations. They cite:

- While beliefs about instruction and assessment changed, the negative consequences traditionally associated with large-scale assessment did not
- Test administration was timed, students could not work collaboratively, and teachers could not act as mediators
- Limited attention was given to staff development

The authors conclude, "Its [Arizona Student Assessment Program's] focus on compliance and control in effect undermines its potential to create the context necessary for educators to develop the level of competence desired by those who hope to reform education."

(TC# 150.6OLDNEB)

Palmquist, Kristin. ***Involving Teachers in Elementary History and Social Science Test Development: The California Experience.*** **Located in: Social Education 56, 1992, pp. 99 -101.**

This article briefly discusses California's development of performance assessments in American history for grade 8 students. It includes some general guidelines for developing

"prompts," describes two of the tasks in some detail, and briefly outlines a six-point holistic scoring scale. The holistic scale is generalizable across tasks.

(TC# 750.3INVTEE)

Parker, Walter C. *Assessing Student Learning of an Issue-Oriented Curriculum.* Located in: Evans, Ronald W., and David Warren Saxe, Eds. Handbook on Teaching Social Issues—NCSS Bulletin 93, 1996, Part 8—Assessment, pp. 280-288. Available from: National Council for the Social Studies, 3501 Newark St., NW, Washington, DC 20016

The author's main premise is that assessment does not merely help educators find out what and how much students have learned; assessments also help set the targets for teaching and learning. Assessment work is curriculum work and vice versa. The paper provides a nice summary of:

- What it means to have an issue-oriented curriculum
- The need to focus assessments and course content on cross-course overriding goals for students
- The role of performance assessments in articulating the vision of what we want students to know and be able to do

Specific examples are given but do not include student work nor technical information.

(TC# 700.6ASSSTZ)

Paul, Richard. *Critical Thinking and Social Studies,* 1992. Located in: A. J. A. Binker, Ed., Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World, Revised Second Edition, pp. 587-598. Available from: Foundation for Critical Thinking, 4655 Sonoma Mountain Rd., Santa Rosa, CA 95404, (707) 546-4926.

Although not about assessment per se, this document is included here because it discusses the goals of social studies instruction—what should students know and be able to do as the result of social studies instruction. Such goals statements can be used to focus both instruction and assessment.

(TC# 700.5CRITHS)

Perlman, Carole. *The CPS Performance Assessment Idea Book,* November 1994. Available from: Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609.

This handbook was developed to assist educators in developing performance assessments. Its most notable feature is a bank of over 90 sets of rubrics for assessing student performance in

various grade levels and subject areas—reading, writing, mathematics, science, social studies, and fine arts. There are also well written sections on how to develop rubrics and performance tasks, and how to evaluate the quality of rubrics and performance tasks.

(TC# 000.3CPSPEA)

Persky, Hilary R., Clyde M. Reese, Christine Y. O'Sullivan, et al. *NAEP 1994 Geography Report Card—Findings from the National Assessment of Educational Progress*, May 1996. Available from: National Library of Education, Office of Educational Research and Improvement, US Department of Education, 555 New Jersey Ave. NW, Washington, D.C. 20208, (800) 424-1616 or (202) 219-1651.

In 1994 NAEP conducted national assessments in reading, geography and U.S. history in grades 4, 8, and 12. This report summarizes the geography findings and shows sample multiple-choice and short answer questions. Interesting results include such things as:

- 20-30 percent of the students (depending on grade) were designated as "proficient"
- The more television students reported watching, the lower their scores
- Geography instruction is skimpy at all grade levels

(TC# 740.6GEO94)

Psychological Corporation, The. *GOALS: A Performance-Based Measure of Achievement—Social Science*, 1992. Available from: The Psychological Corporation, Order Service Center, PO Box 839954, San Antonio, TX 78283, (800) 228-0752.

GOALS is a series of open-response questions (only one right answer) that can be used alone or in conjunction with the MAT-7 and SAT-8. Three forms are available for 11 levels of the test covering grades 1-12. Tests are available in science, math, social studies, language, and reading. Each test (except language) has ten items. Students write their responses to each question. The social studies test is designed to measure students' ability to use the process skills of the social sciences that are widely taught in social studies classrooms. Some questions require students to recall or define specific factual information. Other questions require students to demonstrate an understanding of chronology, to interpret data in a chart or table, or to draw a graph.

Responses are scored on a four-point holistic scale (0-3) which emphasizes the degree of correctness of the answer and clear supporting evidence. A generalized scoring guide is applied to specific questions by illustrating what a 3, 2, 1, and 0 response might contain.

Both norm-referenced and criterion-referenced (how students look on specific skills) reports are available. Scoring can be done either by the publisher or locally. A full line or report

types (individual, summary, etc.) are available. The materials we received did not furnish any technical information about the test.

The publisher wants to make clear the difference between *GOALS* and a full-blown performance assessment. *GOALS* is less detailed, covers more topics, requires less depth of response, and is timed.

(TC# 700.3GOALS)

Risinger, C. Frederick, and Jésus Garcia. *National Assessment and the Social Studies.* Located in: The Clearing House 68, March/April 1995, pp. 225-228.

The authors provide a frank discussion of the strengths and weakness of the new (voluminous) social studies standards. Chief among the issues is summarized by: "Administrators, curriculum committees, and individual teachers are overwhelmed at the task of designing a coherent K-12 curriculum based on the mountain of standards competing for time in the school day." There is also a weakness in the lack of assistance with assessment. The authors feel that the National Council for the Social Studies (NCSS)-produced "Curriculum Standards for Social Studies: Expectations of Excellence" does the best job of defining performance expectations for standards.

(TC# 700.5NATASS)

Ruffalo, Kathryn. *Diploma by Exhibition,* 1994. Available from: Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL 60626, (312) 534-2000.

This document is the 1994 version of Sullivan High School's senior seminar. Students must read three or four original works from history, philosophy, literature, or political science. Then they participate in a seminar discussion of questions linking the readings. Finally, they write a three- to five-page paper on a topic chosen from a list developed by teachers. Criteria for evaluating students in the seminar include: quality of contributions, ability to express ideas, reference to texts, appropriate response to others, and level of involvement. Criteria for the paper emphasize ideas, organization and conventions. Students must pass the seminar to graduate. The document includes directions for students, lists of text to be read, and performance criteria. No sample student work or technical information is included.

(TC# 700.3DIPBYE)

Souza, Anthony R. de, and Roger M. Downs. *Geography for Life—Executive Summary—National Geography Standards 1994.* Available from: National Geographic Research & Exploration, 1145 17th St., NW, Washington, DC 20036.

"This publication is both an executive summary of *Geography for Life: National Geography Standards 1994* and an introduction to geography as a discipline, geography as an essential

part of every child's education, and geography as an integral part of the lives of all Americans."

(TC# 740.5GEOFOL)

Texas Education Agency. *Texas Assessment of Academic Skills, Social Studies Objectives and Measurement Specifications*, 1994. Available from: Texas Education Agency, Division of Student Assessment, 1701 N. Congress Ave., Austin, TX 78701.

Assessment in social studies was scheduled for implementation in grades 4 and 8 during the 1993-94 school year and at the high school level during the 1994-95 school year. The social studies assessment is based on 10 broad objectives. The assessment has both multiple-choice items and performance assessment tasks.

The two documents we received contain the following information: general task specifications for the grade 4 and 8 tests; the 10 broad objectives in social studies adopted by Texas; two sample performance tasks and many sample multiple-choice items for grades 4 and 8. The performance tasks consist of designing a tourist brochure (grade 4) and writing a letter to support a position on an issue related to freedom of the press (grade 8). Both tasks are extended projects some of which are done in groups.

Criteria for scoring student responses are very sketchy, but appear to be task-specific.

(TC# 700.3TEXASA)

Virginia Education Association (VEA) and Appalachia Educational Laboratory (AEL). *Interdisciplinary Units With Alternative Assessments: A Teacher-Developed Compendium*, April 1995. Available from: AEL, Distribution Center, PO Box 1348, Charleston, WV 25325, (800) 624-9120, (304) 347-0400, fax (304) 347-0487.

This is a book of 15 interdisciplinary units and assessments for grades 2-12. The nice features of this book include:

- Rich, engaging tasks
- An illustration of how assessment does not have to be a separate activity at the end of instruction (assessments are embedded throughout units)
- An attempt to match student outcomes to instruction and assessment

Some of the assessments have weaknesses primarily due to the rubrics proposed to assess student performance on the tasks. For example, some rubrics contain criteria that don't correspond to the original list of skills the unit is supposed to build. For example, the skills lists says the unit will develop skills in main idea, supporting details, making inferences, and explaining causes and effects. The rubric emphasizes working independently, understanding

the steps in developing a newspaper article, and use of complete sentences. There should be a match between achievement targets for students (such as the skills lists at the beginning of each unit), instruction and assessment. Other examples of problems with rubrics:

- Criteria that are not defined well such as "demonstrates a clear understanding of the three steps." What would a "clear understanding" look like?
- Assessment tasks with no scoring mechanism.

No technical information or samples of student work are included.

(TC# 700.3INTUNW)

Wessels, John D. *A Model for High Performance Schools*, undated. Available from: Ten Sigma, 1610 Commerce Dr., North Mankato, MN 56003, (800) 657-3815, or (507) 389 6198, fax: (507) 389-1772

This set of workshop handouts presents the TEN SIGMA model for restructuring schools. It contains good information about the project as well as:

- Setting source goals
- Aligning assessment and instruction with these goals
- Reasons for integrating assessment and instruction
- How to develop performance assessments
- Block scheduling
- Tips for handling the change process
- Balancing types of assessments

The handouts include sample goals for 3rd grade language arts and high school world history; sample rubrics for writing, bibliographies and civics (both task specific and general).

(TC# 000.3HIGPES)

Wiggins, Grant. *What Is a Rubric? A Dialogue on Design and Use*, 1993. Available from: Center on Learning, Assessment and School Structure (CLASS), 648 The Great Road, Princeton, NJ 08540, (609) 252-1211, fax (609) 252-1268.

In this paper, the author discusses: definitions of terms surrounding performance criteria (rubric, standards, descriptors), characteristics of sound performance criteria, and how to develop performance criteria. He prefers generalized, analytical trait, descriptive criteria.

Generalized criteria are designed to be used across tasks. Analytical trait means that all important dimensions of a performance are scored separately. Descriptive means that the different score points are described in detail so that the salient differences are well defined. (This is opposed to quantitative systems in which either (1) the number of responses are counted with no regard to quality, e.g., "excellent" means "five facts from the story are listed"; or (2) relative quality is assessed, e.g., "excellent," "good," "fair," or "poor" problem solving.)

(TC# 150.6WHARUD)

Zevin, Jack. *Clashing Conceptions of Citizenship: Contradictions for Teaching Critical Thinking in the Schools.* Located in: Inquiry: Critical Thinking Across the Disciplines 10, November 1992, pp. 3-6 & 22.

The authors present the argument that our goals for students in social studies can conflict because we have conflicting notions about what things like citizenship and democracy mean. What, for example, does "good citizenship" mean—patriotism or critical analysis of our system of government? Can we foster patriotism and still encourage students to think critically?

This paper is included on this bibliography because it discusses goals for students: what should we emphasize in our instruction. Assessments have to be designed around a clear conception of what we are trying to accomplish with students.

(TC# 700.5CLACOC)

Zola, John. *Scored Discussions.* Located in: Social Education 56, February 1992, pp. 121 125. Also available from: National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840.

The author discusses group discussions in social studies: rationale, how to score them and how to structure the task.

(TC# 700.6SCODIS)

SOCIAL STUDIES BIBLIOGRAPHY
INDEX CODES

A—Type

1 = Example
2 = Theory/how to assess
3 = Content/what should be assessed
4 = Related: general assessment; program evaluation

B—Purpose for the Assessment

1 = Large scale monitoring
2 = Classroom
3 = Research

C—Grade Levels

1 = Pre K-K
2 = 1-3
3 = 4-6
4 = 7-9
5 = 10-12
6 = Adult
7 = Special education
8 = All
9 = Other

D—Content Covered

1 = History
2 = Social Sciences
3 = Geography
4 = Integrated
5 = Civics/Government/Law
6 = All, any

E—Type of Tasks

1 = Enhanced multiple choice
2 = Constructed response: short answers
3 = Long response/essay
4 = On-demand
5 = Project
6 = Portfolio
7 = Group
8 = Other than written
9 = Cognitive map
10 = Socratic seminar

F—Skills Assessed

1 = Knowledge/conceptual understanding
2 = Application of concepts
3 = Persuasion
4 = Critical thinking/problem solving; reasoning/decision making
5 = Group process skills
6 = Quality of writing
7 = Student self reflection
8 = Process
9 = Comprehension

G—Type of Scoring

1 = Task specific
2 = General
3 = Holistic
4 = Analytical trait
5 = Developmental continuum

SOCIAL STUDIES BIBLIOGRAPHY INDEX

Note: DOE=Department of Education

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E5Harris (TC# 700.3ASSDIP)
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E5Ruffalo (TC#700.3DIPBYE)
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E5VEA (TC# 700.3INTUNW)E5Wessels (TC# 000.3HIGPES)

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E7Fort Hays (TC# 700.3STAASS)
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E7Koelsch (TC# 150.6GUIDEE)
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F6Ruffalo (TC# 700.3DIPBYE)
F6Wessels (TC# 000.3HIGPES)

F7Moen (TC# 000.3LANCO8)

F8CTB/McGraw-Hill (TC#060.3CAT-5a)
F8Fort Hays (TC# 700.3STAASS)
F8Lawrence (TC#700.3UTACOC)
F8Miller (TC#700.3TODEVA)
F8Moen (TC# 000.3LANCO8)
F8Psychological Corp., (TC#700.3GOALS)

F9CTB/McGraw-Hill (TC#060.3CAT-5a)

G1Johnson (TC# 150.6PERASH1)
G1Kon & Martin-Kniep (TC#740.3STUGEK)
G1Lawrence (TC#700.3UTACOC)
G1Mosenthal & Kirsch (TC#700.3LEAFRE)
G1Neveh-Benjamin & McKeachie (TC#760.3TNFSTC)
G1Psychological Corp., (TC#700.3GOALS)
G1VEA (TC# 700.3INTUNW)

G2Alberta DOE (TC#700.3DTPEXA)
G2Baker & Aschbacher (TC#000.3CREPEA)
G2CA DOE (TC#700.3SAMHTS)
G2Johnson (TC# 150.6PERASH1)
G2Miller(TC#700.3TODEVA)
G2Palmquist (TC#750.3INVTEE)
G2Perlman (TC#000.3CPSPEA)

G3CA DOE (TC#700.3SAMHTS)
G3KY DOE (TC#060.3KENTNR)
G3Lawrence (TC#700.3UTACOC)
G3MD DOE (TC#700.3MSPPUR)
G3Palmquist (TC#750.3TNVTEE)
G3Perlman (TC#000.3CPSPEA)
G3Psychological Corp., (TC#700.3GOALS)

G4Alberta DOE (TC#700.3DTPEXA)
G4Baker & Aschbacher (TC#000.3CREPEA)
G4Fort Hays (TC# 700.3STAASS)
G4Miller & Singleton (TC#730.6PRECIT2)
G4Miller (TC#700.3TODEVA)
G4Moen (TC# 000.3LANCO8)
G4Newmann & Secada (TC#050.3GUIAUI)
G4Nicaise (TC# 700.3ASSUNE)
G4Perlman (TC#000.3CPSPEA)
G4Ruffalo (TC#700.3DIPBYE)

G5Curriculum Corp. (TC#700.5STUSOE)
G5Jablon (TC# 010.5OMNGUK)